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I Disagree on Tattling

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The writer believes that society would be better served if the schools broke down the prejudice against tattling.

WE are told that crime with all of its ramifications costs this country approximately $16,000,000,000 a year. Think of the increased insurance rates, which we pay, because of dishonesty and crime, and the billions in savings that would be ours with a people sturdier in character! Bootleg, kidnap, bank-robbery, and various other types of gangs have been flourishing, even during these days of depression. This has been made possible largely through a false doctrine of loyalty taught in our homes and in our schools. A criminal, a few years ago, in Pittsburgh, was convicted of murder and given the death sentence. Before the execution of the sentence, he made the statement that he had murdered nearly forty people during his life of crime, and that twenty-six of them were killed because of being squealers. Crime gangs thrive through gang loyalty, and squealers are not tolerated. Parents have said, and school people have said: "We do not want our children to be tattlers, or squealers, but desire them to be loyal to their friends, their sets, and their gangs." This is exactly what gangland wants. As a result, we have in America today, people who not only refuse to offer testimony or to show any initiative in serving the nation as a whole, but who will unhesitatingly perjure themselves on the witness stand to protect or aid a friend or gang in wrong doing. Judges of courts throughout the land indicate that the increasing tendency toward perjury is the most insidious danger facing our nation today. "Do not tattle, tell, or squeal on a friend," has grown to include lying to aid a friend to get out of trouble.

The increase in organized crime, the difficulties facing officers of the law in apprehending criminals, and the gross perjury in testimony before the courts, indicate that our friend and gang loyalty system of education has been quite successful. However, the goal in education lies in the opposite direction, and hinges upon the type of citizen a government such as ours really needs. If our nation were an autocracy, strict obedience would be a citizen's principal characteristic. We should then need to be mere automatons in a big machine. The responsibilities of government would rest entirely with those in command. A democracy, however, presents a very different situation. Participation and the bearing of responsibility in the affairs of government are absolutely essential. Without intelligent expression in these respects, a democratic or representative form of government cannot well function.

Boys and girls trained and educated in autocratic homes and in schools ruled by the iron hand are well prepared for citizenship under a Hitler or a Mussolini, but such preparation does not harmonize with the freedom and the responsibilities of a democracy or a representative form of government. If children will some day be expected to participate in the solving of the social, economic, and governmental problems of the larger life, certainly their training in the home and in the school should involve thousands of opportunities for giving exercise to those character traits and attitudes essential to good citizenship in that larger life.

The laws of our states and nation pre-suppose that citizens will exert themselves fully in every way necessary to make the state and nation a better place in which to live. Provision is made for calling witnesses, placing them under oath to tell the whole truth and nothing but the truth, as an aid in solving governmental problems and difficulties. Penalties are provided for perjury and refusal to testify, and both acts should carry as bad a stigma as being a traitor in times of war. Furthermore, the laws of the states and nation make it a serious offence for anyone to shield, aid or protect a criminal in any way. In fact, to do this makes one's self as guilty of the crime committed as the one who committed it. Our country's welfare rests upon the proposition that good citizenship means using

one's influence at all times for law, and order, and justice. Refraining from wrong doing is not enough in a democracy; it requires dynamic participation in setting things right.

We know that the procedure of the crime gangs in our country is "to take for a ride" those who squeal or testify against them. What we need is a new patriotism. Men have freely given their lives in times of war, and honor and pensions have followed. We need to stress that there are thousands upon thousands of opportunities for patriotism to function in times of peace, and that those who are courageous enough "to squeal" should be hailed as heroes more outstanding than the heroes of war. When the wall of protection for criminals is gone, crime will largely cease. Likewise, boys and girls do wrong in school because they know that their chums will assist them to keep from being caught, even to the extent of telling lies. When chums no longer do this, wrong doing drops to a very minimum. There is not only this service to the school as a whole, but "the telling" may save the wrong doer himself from a life of crime, and years in prison. The salvation of most boys and girls rests in having wrong doing nipped in the bud. Getting by with a lie, or a theft, leads to another and another. This is the way people become bad. It follows that aiding to nip wrong doing in school in the bud is not only the best in the end for one's friend, but it is the training and participation necessary for real Americanism.

I do not advocate tattling about insignificant matters, but far better to go to that extreme than to the other where our boys and girls become perjurers, thieves, robbers through aiding and abetting those who actually commit the wrong or crimes. If people in the larger life are expected to take the witness stand, and testify as to the whole truth and nothing but the truth, why should it be so out-of-place for a teacher in the school to call upon children to testify and assist in the correction of some wrong? Perhaps, if schools were operated to harmonize more closely with citizenship as it should be, the product would be ready for the fray. We have been training for citizenship under a form of government which we do not have. We need to train in citizenship for the government under which we live.

Found—The Secret of Successful Faculty Meetings

By GERALD E. NORD
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THERE have always been teachers' meetings in the local high school. In times past they have been largely the hit-or-miss type, called at the instigation of the principal and conducted primarily on a basis of lecture or announcement by him. Teachers sat through these tirades with discomfort. Many revealed their indifference by failure to participate in the brief discussion periods made available at the close. Others became engaged in personal arguments and at times bitter denunciation of each other's practice. One vivid remembrance presents itself especially to mind. The meeting had been called by the principal for the purpose of enlisting teacher help in achieving a more orderly atmosphere about the building. Stress was laid upon the elimination of noise and confusion. When opened for discussion, the meeting resolved itself into a cross-fire of personal charge and countercharge. The writer's lasting impressions of this event centre around a heated argument between the commercial teacher and the music supervisor over the matter of ridding the school of excess blare from band and orchestra practices. It is significant of the type of meeting held that the same faculty feuds, while in no case dangerous or more than immediately imminent, had opportunity of expression again and again. Some teachers held delight in "taking a crack at" certain other teachers, and faculty meetings afforded ample opportunity for indulging this sport. The reason for much of this disorder was, in fact, a lack of proper organization and program. There was no definite purpose to be attained in the meeting. Instead of all concerned concentrating on a really vital objective for the school, they found ideal conditions for advancing their own pet problems. Thus, there would often be introduced several minor cross-purposes instead of a single, all-inclusive general purpose.

It soon became evident that the foregoing type of teachers' meeting must give way to something better. Conferences between principal and supervising princi-

pal, committee meetings, and questionnaires to the teachers were all employed in an endeavor to find out what kind of procedure to follow in the study program and what topics should be considered.

It was finally decided that periodic meetings should be scheduled in advance. The subjects for discussion were to be announced by the principal at least a week prior to the date of meeting. These topics were arbitrarily selected by the administration, and it was deemed necessary that either the supervising principal or the high school principal should lead the discussion. A week before each meeting reference materials from books and magazines pertinent to the problem were placed on reserve for use by the teachers in preparing for the conference. Mimeographed sheets, with suggested questions thereon, were distributed to the teachers several days before meeting time. Ample opportunity was thereby afforded everyone to come to the discussion fairly well posted on related reference material.

In the meeting, the chairman, who was either the principal or the supervising principal, gave an extended resume of the problem at issue in its broader professional aspects. This was usually followed by a statement of the relationship of the problem to the local school situation. From this point on, the continuity was dependent on the ability of the chairman to ask the right teacher the right questions. Here again, when discussion was allowed, there would sometimes spring into play the old spirit of argument and vituperation, which the administration had so sedulously desired to avoid.

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This type of program proved defective also. Chief among the reasons for its unsatisfactory character was the fact that the meetings were extraneous to the functional needs of the teachers and the school. They were imposed from above, and were unpsychological to the extent that they assumed the characteristics of a recitational question-and-answer situation. The presiding officer had to do too much, if not all, of the talking if the discussion were to be kept well in hand. Teachers had no part in working up the elements of the problem. There was in evidence an atmosphere of apology at times for requiring the presence and attention of teachers for the hour. Doubtless, several of the teachers themselves were well enough qualified educationally to have made distinct contributions of their own to the meetings, but were not permitted to have a part in developing the framework. Some teachers appeared to be under a nervous strain during the program from evident fear of being called upon.

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In the hope of remedying some of these shortcomings, it was decided that two or three teachers be given charge of a meeting or two, for purposes of experiment. It was felt that teachers would be more interested, and would perhaps seem more at home with their own colleagues in charge of the meeting. The chief difficulty now seemed to be the failure of those in charge to lead the discussion successfully. The individual leader contributions resolved themselves into recitals of the product of each one's study of the subject in hand. Unity and coherence were thus frequently sacrificed. In addition, it was found that teachers were now more then ever disposed to engage in the individual or specifically personal type of discussion. Some were fearful that they might have to take a turn as discussion leaders, and therefore appeared to be reticent about participating freely, the inference being that obvious lack of enthusiasm would somehow prevent their being chosen.

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In all the conferences thus described, teachers were inclined to desire that the problems discussed be finally solved right there and disposed of for all time. They appeared to be seeking panaceas or immediate devices to put to work in specific situations in the classroom. The broader, more professional method of first locating the cause and then finding a remedy was not employed. There was a tendency for teachers to ask the principal for advice in regard to the solution of some of their own petty classroom affairs. Certainly, the time of the whole group of teachers present was too valuable to justify their concentration upon simple problems introduced by individuals. That the school needed a new and more functional type of faculty conference was plain to be seen, but how to work it up and what to consider essential issues were the new challenges.

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At the beginning of the school year 1933-1934, an innovation was begun with reference to the arrangement of teachers' meetings for professional study. This time it was felt that the conferences and their topics should originate with the teachers themselves. They were, therefore, asked to submit in writing to the office two or three possible subjects for study, any or all of which should be of immediate and functional interest and of help to themselves. They were asked to indicate their first and second choices, thereby revealing the degree of importance they attached to each subject. From these topics, some thirty-five or forty in all, the most frequently requested were chosen, and the following subjects were typical:—

1. How may we make our study hall procedure more effective?
2. What objectives should we attain in our high school teaching?
3. Should our emphasis be upon

"lesson plans" or upon "planning lessons"?

4. How may we improve our assignment of lessons?
5. What is the place of character education in our high school?

The topics submitted were taken up in the foregoing order. The study hall situation being in great need of attention was immediately scheduled for the subject of the first meeting. A more enthusiastic participation could not have been desired. Out of the evening's deliberations were developed proposals that were soon put into active use in the conduct of study halls. The program for the meeting had been previously worked out, and under the principal's guidance a faculty committee organized the material for discussion. Definite place was given the introduction of ideas for the betterment of conditions in the study halls. Each teacher had a background on the subject before the group, because he had been given a part in its choice and was actively interested in seeing something done about the problem. Absolute freedom of expression of ideas on the subject was permitted, and in every case discussion was held to the central problem through careful guidance on the part of the chairman. The latter was in this instance the principal, although in other meetings the discussion leader was the person whose qualifications on the subject were superior by experience and whose willingness to serve was known.

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It has been extremely gratifying to see teachers going away from these newer-type meetings earnestly engaged in conversation on some phase of the topic just considered. Any program that is discussed with feeling by participating members even after adjournment must have had some worth-while features. One thing is certain—there is no longer in evidence that stiff formality which was the characteristic of the old meetings. Teachers and principals feel that there has been manifested some definite accomplishment of a helpful kind. Above all, they have apparently come to recognize the potentialities that exist in a genuinely professional type of training such as may be developed in the right kind of faculty meeting.

It might be said in passing that a fifteen-minute social period with light refreshments preceded each meeting last year. This device invariably helped to get the group into a receptive but informal mood. It served to establish a feeling of co-operative enterprise among the teachers and broke the ice, so to speak, for the more solid repast of an intellectual nature about to follow.

One might well be led to wonder why more topics have not been listed for the year's study. The answer is that several more were submitted but it was found desirable to continue the study on character education through additional meetings. The second meeting on this subject led to a third, and even then the teachers were confident the topic had not been finally exhausted. There gradually emerged a consciousness that perhaps all education is a matter of character development. So, with meetings held on an approximate monthly basis, seven or eight meetings constituted the year's program.

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Perhaps an outline of a typical faculty conference bulletin of the new sort will better portray what is being done under the present arrangement. Let us take the one most recently studied, that of the first meeting this school year, entitled "How motivate school work for the dull, lazy and disinterested student?" The bulletin begins with a note to teachers on preparation for and participation in the coming meeting. The topic is stated, and there follows a list of questions pertinent to the school's relation to the subject. Some of these questions are:—

1. Is it lack of interest that makes a pupil dull?
2. Is laziness general in students, or may your particular subject be motivated for them?
3. Do background and environment influence interest and attitude?
4. Are comparisons with other classmates advisable for the lazy pupil?
5. How may we reveal the practical aspects of a subject to the non-interested student?
6. How may self-motivation be developed?
7. Should all school work be motivated?
8. What is the relation between motivation and assignment?
9. What is the relation between motivation and lesson planning?
10. Does the teacher's personality have anything to do with motivating the dull or non-interested?

Such questions are followed by a bibliography of reference material available within the school on the subject. There are then listed some of the factors involved in successful motivation, among them being

(a) Teacher personality.
(b) Types of school activity.
(c) Proper assignment technique.
(d) Skillful discussion.
(e) Organization of learning activities.
(f) Study supervision.
(g) Child psychology.
(h) Teaching methods.

Then follow some eight or ten practical suggestions for the proper motivation of assignments. These are based on certain guiding principles found in the professional literature bearing on the subject of motivation.

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In conclusion, the writer submits the subjects chosen for consideration during the 1934-1935 term. The procedure used in

their selection was identical with that described heretofore.

1. How motivate the school work of the dull, lazy and non-interested student?
2. How may we improve our assembly programs?
3. How should adjustment to individual differences be accomplished in large classes?
4. What should be the teacher's recourse when students come to class unprepared?
5. How much time and attention should be given the weaker students in a class?
6. How may we improve our make-up work system for repeaters?
7. What are the essentials of good discipline?
8. Should students be expected to do home work? If so, how much?

To the writer it has been a revelation that good teachers' meetings are productive of unlimited results. But he has also found it to be a fact that for meetings to be good they must first of all be fitted to the needs of pupils and teachers, and, above all, must invite the whole-hearted participation of the teachers themselves. Such programs should show reflections in better classroom teaching, for this is after all the ultimate criterion of their professional worth.

If I Were a Teacher

By ARTHUR DEAN

In subsequent issues, Dr. Dean will tell what he would do if he were a Superintendent and if he were a School Board Member.

WELL, in the first place, if I yawned on the day that school opened, and said to myself or to one of my associates: "Oh, dear! Another school year has begun. How I did hate to come back from my vacation!"—I would throw up the job, go into some other kind of work, or go to the county farm. If there is anything I will not do and advise no one else to do it is to follow an occupation which one hates from the minute he gets up until he goes to bed.

If I were a stenographer and did not like my job I suppose I could vent my feelings by slamming the typewriter carriage. This is hard on the typewriter, but it isn't a circumstance to the way a disgruntled and misfitted teacher can slam the pupils.

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There are few teachers who do not like their job and mighty few who yawn at the opening of school. Taken as a whole, the teaching personnel is on a par with that of any of the other professions.

Unfortunately, in many school systems, the teacher's reward consists of having nice things said about her by orators at commencement time and finding little in the pay check to justify the stirring phrases, "service," "the noblest of all," "how grand it is." One cannot buy bread and butter on fine sentiments alone. They help one a lot but I never heard of any grocer accepting them for payment.

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Teaching has its rewards. The average public thinks that a teacher is compensated for his relatively small pay by the fact that "he has a long vacation when he doesn't do anything," that "anyhow he only works five hours a day for five days a week and the rest of the time he is having a joyous loaf." It has always struck me that people who make such statements have only seen a few silly young things who are accepting a pay check while waiting for a meal ticket. Another searching look would discover that almost all teachers are earnest, intelligent, efficient, and true servants of the people.

The truth is a good teacher gives up his whole life to the job of teaching just as everybody else who loves his job and succeeds in his job gives up the main part of his life to the work he is interested in.

It is as unreasonable to say: "A teacher does not do anything," who apparently only works five hours a day for five days a week as it is to say: "The mother does not have anything to do from the time the children leave for school to the time that the husband and children come home to dinner or supper." A woman's work is never done. Well, neither is a teacher's.

I often wonder why teachers ever get old. It seems that constant association with youth would keep one forever young. I suspect the teachers would not grow old so fast as they do and would not have the physical and mental fatigue so common to the profession if schools were a bit different than they are. If parents were eager to support the schools, if boys and girls were eager to come to school, if teachers were eager to impart ideas instead of words, if school boards were eager to do splendid things in education, if superintendents were eager to hear more ideas and read fewer reports and if Parent Teachers' Associations were always eager to help rather than criticize and tear down—then I imagine that teachers would never grow old.

I recall saying to a teacher: "Well, I suppose you have the same old job, teaching the same old subject," and her reply was: "Yes, but don't forget that I have new pupils." She was unwearied by the curiosity of the young. Every day youth challenged her. She saw boys and girls instead of subjects, she taught children instead of mere lessons.

If I were a teacher, I'd try not to become an egotist, not to get dogmatic and not to stop a discussion with a word or a manner which implied: "I know it all, do as I tell you."

Rigidity of mind is a bad thing for anyone. First the head turns to stone and then the heart becomes petrified. "It must be awful to have a mind as rigid as yours," Mark Twain once said to a critic. "I advise you to take it out and dance on it," and he added, "also use it once in a while."

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If I were a teacher I should want to take my mind out and dance on it so as to keep it flexible, ready to grasp new ideas and to see new visions.

If I were a teacher I should like to have some fresh and fine vision of education and not some of those stale definitions which I tried to memorize in college or normal school. Something like this, for example, which I quote from Dallas Lore Sharp:—

"Education is many things and many years. It has many aspects, many ends. But first of all and always it is personal, developing me from within, not filling me up from without. It will inform me; but it must quicken me. It may give me skill; but it must give me zest and daring for life, keep me fresh for wonder at the world, clothe me with power and, covering me with darkness and confusion, make me humble on my way out of Egypt, or, it may be, out of Caphtor or out of Kir."

Education as a World Philosophy

By CARROLL D. CHAMPLIN
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"Consolidation of philosophy and education means greater vitality, effectiveness and application to the needs of humanity."

THE human race has always been in search of reality. Always there has been something more than material things with which the present moment has been filled. Men have had an urge for adventure—physical, intellectual, spiritual and social. They have been gripped by the thrill of wonder and investigation. Our science, art and philosophy have grown out of this curiosity and this longing for more experience and more knowledge. We have never been satisfied with the outward things of this earth, or even with the clouds and the sky. Human beings are by nature bound to penetrate and push aside the things that are seen and known and to reach out into the realm of the unseen and the eternal.

Philosophy represents the lure of the unknown, the romance of the mind and an adventure of the spirit. We have always had philosophers, for human intelligence is inquisitive to learn and stubborn against surrendering to mystery. Unsolved problems vex us and keep us restive. They challenge us to seek and discover new and more efficient techniques of study. There is a fascination in the riddle of the universe that faces us, and there are moments of exhilaration even when the world's most troublesome issues are puzzling us. Our higher education arose in the fondness of man for a struggle with those features of life that are most mystifying. In recent generations we have learned the joy of applying the methods of philosophy to our many fields of scholarship and to the variety of activities in which human beings are normally engaged. We have the philosophy of art and of religion, the philosophy of history and of science, the philosophy of business, of law, of style, of morality and of education.

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In ancient times thinkers marveled at nature and inquired into the origin of the forces responsible for the operation of an astounding universe. Thales claimed water to be the ultimate essence of the universe, and Anaximander defended mass as the most important aspect of the physical world. Anaximenes proclaimed that everything began by means of air, and Pythagoras said that number is the outstanding characteristic of the material and intellectual world —number, form, system. Heraclitus explained the universe through the continuous changes taking place everywhere, and fire was the force underlying the changing processes of the material world. The philosophy of Heraclitus was a philosophy of flux — motion, change and growth. Egypt, Persia, Greece and Rome furnished some brilliant minds in the effort of the race to get at the problem of ex-

istence; but after all in that day students were concerned chiefly with how things came to be—rather than centring their intelligence on the practical issues of life.

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In the medieval period students were concerned more with the other-worldly end of things. They reflected soberly about the hereafter, and their thoughts were focused on the problems of punishment and reward. They brooded deeply over the life beyond the grave, and they put forth numerous theories concerning heaven, hell and purgatory. They were devout disciples of the Christian faith and earnest probers into the life of the soul. Theology was the major subject of scholars, and logic was the instrument employed in the discussion of religious themes. Some of the leading exemplars of profound philosophical disputation were:—

1. Irnerius, the juridical doctor.
2. Thomas Aquinas, the angelic doctor.
3. Albertus Magnus, the universal doctor.
4. Duns Scotus, the subtle doctor.
5. William of Ockam, the invincible doctor.
6. St. Bonaventure, the seraphical doctor.
7. Alexander of Hales, the irrefragable doctor.

In modern times philosophy has taken a turn that has resulted in the broadening of its scope and in bringing it down to a level where a greater percentage of our people can take some delight in it. We live in an age of assumptions and hypotheses no less than did the people of an earlier era. We are still enjoying the excitement of guessing about the character of certain unrevealed features of our universe, and there is an increasing concern for the causes and effects of the forces that influence us. The present situation reveals an increasing thoroughness in our treatment of knowledge and experience. Modern scholars insist on fundamentals and the very rudiments that underlie current activity. All

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around us are scientists, statesmen, physicians, nurses, teachers et al, who are working out ways and means of utilizing constructively every new laboratory discovery. In the field of education we are observing a fine cooperation between the classroom teacher and the professional educator who specializes in the science and philosophy of education. More and more we are being led to work out an acceptable explanation of what education is all about. Some of our old definitions and conceptions have outlasted their usefulness, and we have busied ourselves with re-evaluations that have resulted in a reconstructed educational program. Fresh aims have been formulated, and new objectives have been established. The school is being reorganized in terms of modern needs and practical purposes. Philosophy has brought to education an invigoration that is making school life happy and profitable to the on-coming generation.

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Formal philosophy has been concerned too much with the beginning and the end of the universe. It has devoted itself exceedingly to the first causes and last effects of life; and it has been content to expound impractical theories rather than to improve present conditions. It isn't the end or the beginning so much as it is what comes between. It is interesting to speculate on remote possibilities of origin, destiny and termination; but it is indispensable that we understand how to make the most out of life. It is because of the serious importance of the here and now that philosophy and education have teamed together in an effort to secure mutual benefit. Philosophy and education have been converging as the subject matter of instruction in our public schools is checked over, verified and critically evaluated, and as the philosopher focuses his attention on the every-day needs of this world—its statesmanship and politics, its music and art, its theory and practice and its religion and science. Education and philosophy are more nearly on common ground than ever before; and we have the cases of professional philosophers who now acknowledge education as the most dynamic force for good in the world. And similarly we have illustrations of professional educators who are checking their ideals and measuring their methods by an increasing number of criteria. Only what is valid is now acceptable. Only what can be proved useful is allowed. Only what is of wide appeal and universally stimulating will be retained.

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Consolidation of philosophy and education means greater vitality, effectivenesss and application to the needs of humanity. Philosophy has been released from the fog and steered into a channel of popular usefulness, and education is being kept sober and conservative so as to serve better a greater number. No longer are philosophers wasting their time wool-gathering, and less frequently are teachers exploiting pet whims and selfish notions. No longer is the prophet wild-eyed and misty in his vision, and very seldom does the classroom instructor abuse his sacred privilege by attempting to teach what he does not know. The world view is dominating both fields today,

and there is a higher law in our pedagogy and a more specific plan in our philosophy. Education is the common ground where all philosophies can meet. It is the focal point and also the battle-cry. What can we profit from all that has been assumed by the dreamers before and after Plato if there is no testing field and no carrier service? The school universal is here to save and to serve philosophy, and science is the instrument of education in the campaign of human amelioration. We have the League of Nations and the World Court, and there is a noble effort to give the race a world language and to establish justice and peace throughout the world. Union and unity are being sought by those who aspire to the realization of Christian idealism among the nations; and there is no better institution in the furthering of a world philosophy than the common elementary school and the free public secondary schools. We need not despair because the various schools of philosophy disagree. We need not be discouraged because equally great minds are diametrically opposed in their philosophical schemes. Education is the world philosophy that will in the long run level up all the systems and equalize all the plans for producing a better civilization.

The Story of *Ichabod*

By IRL H. DULEBOHN

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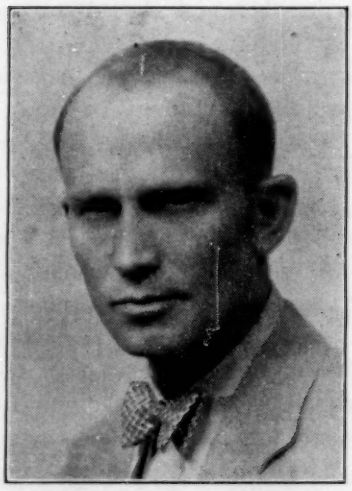
OF course I had heard of him indirectly now and then so that I knew where he was; but he had never written me a line since he left my office that morning five years ago a crest-fallen man. Now, five years to the day, I receive this clipping announcing his election to the superintendency at ——, a town twice as large as the hamlet where I hold forth. Of course he sent it, but in what mood? Is he perhaps grateful that I jarred him out of his job here and out of the careless complacency that was ruining him, or is he only thumbing his nose at me—I wonder.



IRL H. DULEBOHN

He was a portion of my inheritance from an ill-advised predecessor. He had been here a year when I came—probably he would have been ousted at that time except that my predecessor was leaving, and so was content to let sleeping dogs lie. I found out later that this teacher had been hired on the recommendation of another superintendent who was anxious to get rid of him, and give him another chance in different surroundings—I'm not blaming my predecessor altogether for his bad judgment, or the other superintendent for wanting to be rid of him, still there he was—for me to deal with as best I could.

At first glance he seemed the reincarnation of the immortal and pedagogical Ichabod of Sleepy Hollow; which saves me the trouble of describing him. Indeed, he had been nicknamed Ichabod almost from his first appearance in the system. Aside from a shifty pair of eyes which made me distrust him from the start he appeared intelligent and harmless enough. During the summer he took me fishing. His knowledge of the woods was astonishing. I began to think he was the man to head up a good course in nature study and biology. In the fall he took me on my first and only successful deer hunt. By that time I had achieved a considerable liking for the man. Indeed everyone liked him. His laugh was infectious, his fund of stories inexhaustible—he was a good mixer par excellence.

As for his teaching, that seemed good enough—during observations. His explanations were clear, his illustrations interesting, his class attentive. Tests showed results to be fairly satisfactory, and I began to think in spite of my misgivings, he was making good. The first hint that all was not as it should be was a conversation in the hall between two students to the effect that "old Ichabod" had gone to sleep again that day. Of course that set me thinking and watching, but to no effect. Without giving undue credence to rumor I was convinced that the man actually dozed in class day after day, still some sixth sense must always have warned him of my approach, for neither the principal nor I ever caught him in the act.

I did find him reading magazines on occasions too numerous

to mention. His explanation that he was looking for supplementary material never sounded very convincing, inasmuch as the magazine was pure fiction, and his subject science. After much deliberation I determined to get rid of him at the first opportunity.

But it was not so easy as that. The members of the board—their fingers on the public pulse—said we'd better try to keep him another year. He had debts to pay in the community, grocery bills, furniture bills—it had cost him a lot to move up here. Besides, his wife and children were well liked and folks felt sorry for them. I could have told the board that the money which should have gone toward reducing those debts was being used to pay poker losses down at the fire hall; that the chances were that he would be still deeper in debt a year later. However, I was new; I was feeling my way; so their opinion prevailed.

"You ride him," they said, "he'll work if you handle him right." Well, I did my best, but the second year was much like the first. Sometimes I thought he was really trying, other times he seemed to have a you-don't-dare-fire-me attitude. He still frequented the fire hall, his bills, still unpaid, were increasing. Rumors of nocturnal carousals went the rounds, and people still felt sorry for his wife. I bided my time, for I felt sure that sooner or later he would go too far.

The crash came in a pool hall in an argument over a basketball game. It ended in Ichabod being carried home plus two black eyes and minus several teeth. Students had witnessed the affair, and after that, of course, his value as a teacher—if indeed he had had any value—was at an end. He didn't come to work next day, but I sent for him. He made a sorry figure as he stood there. All his usual bravado and nonchalance had departed. I asked him what he had to say for himself. He replied that he guessed it wasn't much use to say anything. I asked him whether he'd rather resign or be fired. He guessed he'd resign. "Only," he said, "I haven't got enough to pay railroad fare home. If the board could . . ."

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We did. We presented him with tickets for himself and family. His furniture had been seized for debts, so there was no packing to do. He left next day.

And now this clipping. He has a better job than mine. I wonder: was that the jolt he needed to make him realize his errors? Probably it was. At any rate he seems to have made some progress since. And now that he has come to this estate does he look back with a forgiving memory at me, the unhappy instrument of his downfall and perhaps his rise? Or is he only gloating? Perhaps, when I lose my present position I'll apply to him for a job and find out.

A Charge to Keep

By ARTHUR EDGAR FRENCH
Revere, Massachusetts

A little child is born!
His name? What's in a name?
"His" did you say? What matters, e'en
If "He," or "She," or "It?"—Unless, perchance,
A Soul were born to fame?

A Soul? A living soul!
Creation's highest goal!
Incarnate Breath of God!

This little child dreams not of fame,
Nor has a greedy thought of wealth,
Nor lust for power.
This infant soul moves not in conscious thrill
At thought of right or wrong,—of good or ill;
Nor ugliness, nor beauty of design,
Arouses deep disgust, or joy divine!
This little child dreams not; but lo,
Within his infant soul there lurk
The germs of dreams
Both good and ill!
The seeds of wheat and darnel
Have been sown
In distant past, and near,
To germinate 'neath sun and rain,
In storm or calm.
And lo, the harvest!
Lord, what shall it be?

This little child with startled cry was born,
That echoes down the halls of time to be;
Perhaps prophetic of the unfolding strife
'Twixt wheat and darnel, as they germinate.
To us this infant comes,—to you and me.
We're charged with his defence, whate'er else be.

This charge we have to keep—
To choke the darnel out with growing grain.
That, bearing home, at last, his golden sheaf,
He sings, at even-time,
The Victor's Song!

The Round Table

You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.

Savings Returned as Bonus

SUPT. WILLIS A. SUTTON, Atlanta, Ga.:—

"Our teachers received good news right after New Year's, when it was announced that a balance of $134,877 would be distributed among the teachers in the form of bonus checks. Each teacher was handed a check for a half month's salary; this being based, not upon the reduced salary but the basic salary. Thus a teacher who has been getting $90 a month instead of her basic $100, received a bonus check of $50. You can imagine my pleasure as superintendent in adding a thirteenth month to the year. The thing was made possible by the economical operation of the schools under the direction of Thomas W. Cliff, business manager. The teachers had taken larger cuts than other city employees, and the Board of Education felt they were entitled to the benefit of the savings accomplished in the department.

"I am happy to state that the program has been kept intact, and that we have eliminated none of the services rendered to the children or adults of the city."

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Anent Lincoln Article

SUPT. JAMES G. JOHNSON, Charlottesville, Va.:—

"In your issue of January 7 there is a feature article with the title, 'Was Lincoln an Educated Man?' This production in many ways is very well done, but I wish to call your attention to certain errors of fact.

"On page 6, second column, the statement is made that, 'the Gettysburg Address embodies the sheer logic of a geometric theorem, the poetry and charm of a Greek sonnet, the Hebraic grandeur of Miltonic verse.' This is the first time that I have ever heard anything about a Greek sonnet, a literary form coming out of Italy fifteen hundred years after the passing of the 'glory that was Greece and the grandeur that was Rome.'

"About the middle of the same column we find, 'In the field of literature, Lincoln is with the immortals. He is a member of the Great Society: Socrates and Cicero; Bacon, Milton, and Bunyan; Rousseau and Burke; Franklin, Emerson and Whitman; Shakespeare and Montaigne.' Had the writer used the name of Plato instead of Socrates he would have been on the solid ground of fact. Socrates and Lincoln may be put in the same class not with literature as a common denominator but with their wives as actual gad flies. I imagine that Socrates was too busy dodging flying household utensils wielded by Xantippe to have much time to devote to literary idealism; on the other hand Lincoln had a better fate in many respects with Mary Todd."

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$2,000,000 for Construction

SUPT. THOMAS H. FORD, Reading, Pa.:—

"In November, 1933, the electorate of the city of Reading authorized the School District to borrow $2,000,000 for school construction costs. We are in the midst of the program at present. A junior high school to accommodate 1,500-1,800 pupils is under construction in the northwest section of the city. The contract costs slightly over $1,000,000.

"In the southeast section of the city a new grade school building is under construction. Twelve hundred pupils will be accommodated and an auditorium-gymnasium is included in the building.

"Tentative plans have been approved by the Board for an addition to the present Continuation School Building in the southwest section of the city to accommodate 1,000 pupils as the Southwest Junior High School organization.

"When this program has been completed adequate facilities will be provided for the junior and senior high school pupils. In 1900 there were 500 enrolled in grades 9-12; in 1934 there are 4,500.

"A building survey was made by the State Department of Public Instruction in 1923. This survey has helped the School District to plan for future development. The buildings will for the most part be in line with suggestions of the survey committee. The P.W.A. has granted the district 30 per cent. of the cost of the construction of the largest school centre. It is expected that the building program will materially benefit the community in addition to improving the school facilities."

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Teachers' Councils

SUPT. H. R. GOOLD, Eugene, Oregon:—

"*A double series of Teacher Conferences* was held during the year. These gave evidence of a genuine concern on the part of Eugene teachers in social and economic changes taking place, and of the implications which these changes have for our educational program.

"The series was reported in 228 pages of mimeographed material which will provide the starting point for future study.

"Elementary teachers were concerned with a consideration of some aspects of classroom mental hygiene. The successive Conference Subjects were:—

Children Who Cannot Read.
Children Who Fail.
Children Who Misbehave.
The Timid Child.
The Child Who 'Shows Off.'
Children Who Are Dishonest.
Handicapped Children.

"Secondary School teachers were concerned with a discussion of our changing social and economic order, and the curricular changes necessary in order to better meet new demands. Their successive Conference subjects were:—

"What will be the Nature of Society in which Present School Pupils Will Live?

"What Educative Influences, other than the Schools, are Operating on Pupils Today?

"What is the Best Educational Preparation for Future Society?

"What is My Subject Contributing to this Preparation?

"How Could My Subject Better Serve to Meet the Desired Ends?

"The conferences were outstanding in their interest, their excellence and their results."

All in the Day's Work

By FRANCIS READ

A High School Principal

Theory vs Practice

An impatient candy salesman has just left my office. "Many schools, larger than yours, sell candy at recess," he said. "All right," I replied, "I take pride in being a little odd."

When will school practices measure up to school teaching? Schools give students valuable instruction about healthful living, and then immediately go contrary to the precepts of the classroom. Germ-reeking textbooks are handed about from pupil to pupil. The same towel is used by several boys in the locker room. Girls are allowed to play basketball at a time when they should be free from strenuous exercise. Candy is sold at a mid-forenoon recess. Erotic dancing is permitted at social affairs at a period in life when boys and girls should not have their sex emotions aroused.

Man possesses knowledge enough to make this earth a veritable Heaven; in performance he is far behind. The schools are the place where we should begin to put theory and practice into accord.

"If ye know these things, happy are ye if ye do them."

A High School Principal

My, how it has rained today—right out of the northeast. There were many who thought that we should close the school on account of the storm.

With such an opinion it is hard for me to agree. The stores are open today, also the factories. Why should young people who pride themselves on their vigor be expected to stay indoors? As a matter of fact they probably would not stay indoors. They would crowd the Y. M. C. A. and the picture houses, and splash about on the streets.

What more important lessons can boys and girls have in overcoming obstacles than going to school in the storm?

Of course, if young folk are sickly, or if they have nothing suitable to wear, parents should keep them at home. But my idea is that a high school always should be in session every school day unless the building is shaken down by an earthquake or the roads are impassable on account of a flood.

WINSTON FLASHES

GOING to the N. E. A.? The meetings are educational, inspirational; Atlantic City, entertaining, healthful. Visit the Winston Exhibit, D-12, D-14 — directly opposite the Registration Booth.

THERE were 54,000 soldiers named Smith in the A. E. F. during the war. But among geography authors there is only one Smith — J. Russell Smith, author of the new Smith Single-Cycle Plus Series (HOME FOLKS, WORLD FOLKS, AMERICAN LANDS AND PEOPLES, FOREIGN LANDS AND PEOPLES, and OUR INDUSTRIAL WORLD). Shall we send you complete information?

WHO'S afraid of the big bad—doglike carnivore or any of various small coleopterous or lepidopterous larvæ which infest granaries? You're right! Little Johnny never found this definition of WOLF in THE WINSTON SIMPLIFIED DICTIONARY.

IT isn't John; it isn't William — the most common name of men and boys throughout the world is Mohammed.

PRINCIPALS of smaller high schools sometimes hesitate to introduce a commercial course because they fear it may be expensive. The new Winston commercial texts (INTRODUCTION TO BUSINESS, BOOKKEEPING FOR IMMEDIATE USE, and TYPEWRITING FOR IMMEDIATE USE) enable any principal to offer commercial education at minimum cost. These books stress the modern socialized type of course and adapt commercial education to the needs and desires of practically all students, while the teacher's manuals are so explicit that any high school teacher can successfully handle these subjects.

AT least 1,400,000,000 persons or 70 per cent of the entire world today still wear an amulet or some other emblem or charm to protect them from evil spirits, bad luck, or sickness. Preferable for the latter is DR. COPELAND'S HOME MEDICAL BOOK ($2.95). "Within a week we used it in two emergencies," wrote a Principal. 595 pages. Indexed for quick reference.

MORE than 8,000,000 boys and girls have learned to read with THE WINSTON READERS and THE NEW WINSTON READERS. Not only in the United States, but in England, China, Japan, Siam, Turkey, South America, the Philippines, and India, the WINSTON and NEW WINSTON READERS are opening up new worlds to countless childish hearts and minds.

1635 — founding of Boston Latin School, forerunner of the American high school.

1935 — Winston publications, in use wherever the English language is spoken and taught, comprise the finest list in fifty-one years of publishing.

The JOHN C. WINSTON COMPANY
WINSTON BLDG. — PHILADELPHIA PA.
CHICAGO ATLANTA DALLAS SAN FRANCISCO

EDITORIALS

Some Differences

SO SWEEPING are the powers entrusted to the President of the United States at this juncture, that many persons believe this country to have abandoned democracy in favor of a dictatorship.

When the bill to permit the uncontrolled spending of nearly five billions by the President was before the House of Representatives, one member remarked that the powers thus conferred would make Mussolini, Hitler, or Stalin "green with envy."

Still—the President has obtained his authority, broad as it is, by constitutional means. And what Congress has given, Congress can take back. Moreover, if Congress happens to have given more than the Constitution allows, the Supreme Court has a final word which will be respected.

So there are some important differences.

One of the most important—and one that must be preserved with diligence—is the freedom of the press and radio. Another and a corresponding element that must be guarded is the freedom of the schools and colleges to search for and teach the truth—about economics, politics, and the social order.

In the dictator-ruled nations, every medium of educating the people, young or old, has been subjected to the government, and every such medium is used to propagate whatever mixture of truth and lying may seem requisite to bolster up an ill-based and bungling experiment.

We have no "Minister of Propaganda and Education" in the United States, nor do we want one. We may lack a desirable orientation of national purpose, difficult to achieve in a democracy. But liberty of thought and expression must forever be the stoutest bulwark of free institutions; the surest guaranty that a free people shall retain its power to govern itself through its chosen rulers and under its chosen form of government.

For the sake of Truth and Liberty let us keep press and pulpit and microphone, classroom and lecture hall, open to untrammeled utterance; not to inflame passions, but to cool them; not to give revolutionists a chance, but to perpetuate a form of government which sets a value upon every human spirit and gives a voice to every citizen.

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Teachers Are Individuals

INCREASING attention is paid to the individual pupil. And this is well. But how about the individual teacher?

Teachers are not poured in the same mold any more than children are.

Attempts at uniformity of method among the teachers in a given school, for example, are particularly damaging in the case of teachers who may be temperamentally unsuited to make successful use of the prescribed method.

Compliance with administrative orders by such a teacher may be good form and good co-operation. But the principal or superintendent who insists upon uniformity at the sacrifice of effectiveness in teaching, fails to see things in the right perspective.

Not that the individual teacher should be pampered, any more than the individual child should be. In the case of the child, the fullest development of his personality for his own good and that of society is the aim. In the case of the individual teacher, the aim should be to secure the highest quality of teaching of which that teacher is capable.

Just as there are some things all pupils will be required to do together in accordance with a common plan, so there will be some things in every school or system of schools that all teachers are required to do together in accordance with a common plan.

But the individual teacher, and not the organization marching in goosestep, is the effective unit.

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No Answer Book

EDUCATION has been dealing with the past. It has drawn its subject matter out of experience. It has set up exercises and problems whose answers could be printed in an answer book.

Such preparation served fairly well in an age that witnessed only gradual changes. But now—we have entered upon an era so fraught with frequent and drastic changes that no one can do more than guess the future.

The young folks of today must be trained to solve problems that have never been worked out before; problems that are not summed up in any answer book.

How shall this be achieved?

By development of latent mental and spiritual power in preference to facility in recitation and other imitative practices.

And by bringing more of the present than of the past into the classroom. Out of today will be carved tomorrow. Familiarity with the complex problems of the present hour, and exercise in studying their relations and implications, will be the best possible preparation for unraveling the problems of personal and community living which time still holds in hiding.

Makers of Better Schools

CLARENCE BLUME is principal of the Phillips Junior High School of Minneapolis — just across the river from his birthplace in St. Paul. He has occupied his present position since 1926, and is interested in experimental education along sound lines. He believes a secondary school principal should be progressive. His special undertaking at this time is an effort to make English really functional. This is taking place in his school with the co-operation of the research department of the city system.

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J. H. M. BUTLER of Manila, Philippine Islands, has had an interesting career. Born in North Carolina, of colored stock, he became a country school teacher in that state. He has served the schools of the Philippines for thirty-three years—going out as a teacher of English in 1902, later becoming division superintendent (1921-1924); and, upon his retirement, accepting a place on the faculty of the National Teachers' College, Manila.

He is on the editorial staffs of several publications.

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ALBERT L. COOK has charge of the schools of Rochester, Michigan, where he carries out his clear-cut ideas of administration and supervision. He is something of an outdoor man, with a fondness for hunting and fishing; and he believes in passing recreation along to the youngsters on playgrounds and elsewhere. One of his specialties is getting the whole community to make use of schoolhouses and other public buildings. He is especially well posted on school finance and accounting systems both from experience and from delving into the history of these matters.

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LESTER B. BADGER is superintendent at Pittsfield, New Hampshire. A Vermonter by birth with an M.A. from Columbia and a fruitful experience as a principal in Connecticut, Superintendent Badger works zealously in the development of the one-room rural school. His state occasionally commandeers his services as a lecturer at teachers' institutes. He has been a scoutmaster, and found recreation last season in building his own summer camp. Music in the rural school is one of his special interests.

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GEORGE A. BECK has risen from the teaching ranks to the post of assistant superintendent of schools in Hancock County, West Virginia. He is active in community affairs, social service, campaigns against tuberculosis, and betterment projects of all sorts—but most of all in raising the efficiency of the schools. Just at present he is engaged in the work of reorganizing the county school system in line with the general plan adopted by West Virginia. Mr. Beck's career illustrates the satisfactions and accomplishments that are sometimes possible through continuous and growing service to the schools of one locality.

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CRAWFORD GREEN is superintendent at Blytheville, Arkansas. He was principal of the high school at El Dorado, Arkansas, prior to 1928, when he commenced his present duties. He is prominent in many educational organizations of his state. He has been president of the Northeastern Arkansas Education Association, the Mississippi County Principals' and Superintendents' Association; and treasurer of the Arkansas Education Association. He has been active in the co-operative program of the state, and had a hand in writing the study course outline which has improved instruction in thousands of classrooms.

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MANFRED W. DEPUTY, who has been president of Minnesota State Teachers College at Bemidji since 1919, has been a teacher for nearly half-a-century. The teacher preparation institution of which he is head has been established and formed under his leadership. It is his absorbing interest. He was in charge of teacher training at three schools or colleges before assuming his present position. He has served in the schools of four states: Indiana, Illinois, Missouri, and Minnesota. The State College at Bemidji is one of the recognized four-year institutions of the Northwest — and is the lengthened shadow of this man.

Winshipisms

"No one ever did a really big thing who had not first done many little things."

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"Whoever wants you for your degree alone better not have you at all."

•

"A stupid teacher can never lead a bright boy."

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"A book that does not in some way strengthen, enrich, or relax in a healthful way is harmful."

The Problem Box

Conducted by DR. AUGUSTUS O. THOMAS

Introduction

Some questions have come in concerning supervision. I find difficulty in giving definite answers. Supervision covers a wide field of individual differences. That is, there are schools of so many sizes under so many different circumstances and superintendents differ so widely in their ideas of the relative importance of the various functions of supervision that it is difficult to set up dogmatic procedure. Probably among the very best literature on the subject is the year book of the Department of Superintendence of the N. E. A., but even that is confusing because of its range and thoroughness. So far as I am aware there is no book covering supervision which deals with one particular type of school system. Even the courses in administration in colleges leave the student with mystified ideas of the particular job. It must be recognized that the type of supervision in a small school with no assistants will differ from the supervision in a large school with a group of assistants. The one is singular while the other is multiple. It must be understood that a superintendent of schools who has the whole job of supervision cannot do the same kind of job as one who has supervisors and directors at his hand.

It is difficult to standardize supervising. The program of administration must be cut out to fit the common needs and conditions under which the schools must be conducted.

Current Problems

QUESTION—The papers are full of the Senate hearings at Washington and the ruthlessness of certain vested interests of this country. My teachers tell me they have a difficult task to keep down discussions of these men and the system of which they are a part. They seem to feel that such discussions have a tendency to shake the faith of the young in our leaders, and that these are things with which the schools should not meddle. What is your opinion?

Answer—Surely my opinion is not like the opinion of those teachers who feel that such things are too sacred to be discussed in class. Some of us have not become awake to the fact that we have already left the old order far behind, and there is no returning to the days of our grandfathers. This depression has given birth to a new dispensation. There is no good reason why we should have starvation in the midst of plenty, and to continue an old regime which is now worn out or proved inadequate is stupid. Of course there are those who may have profited unduly by the old system. As I see it there is nothing wrong with our form of government, but we have allowed abuses to creep in which should be corrected and prohibited. The only way I see to relief is through the young who are soon to be in the saddle. I would bring into the classes, as they are able to understand and appreciate them, all current problems with which we must deal. They should be discussed from every angle. Some of our pupils will take their places in future Senates, future Houses of Representatives, future Brain Trusts, businesses and the professions, and all must live under whatever form of government is ours. We shall be derelict as teachers if we fail to assist the boys and girls in our schools to discuss frankly and fearlessly all sides of all current problems, both domestic and foreign.

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Disagreement with Principal

QUESTION—I am a teacher in a high school. Our principal demands that we do certain things his particular way. For example, he requires us to give true and false questions in examinations. I do not believe it is pedagogical and feel that I am lowering my professional standing to ask my students to submit to this process of determining their progress. Can you tell me what is the professional thing to do under the circumstances?

Answer—My dear teacher, you are up against the question of authority. As a member of the staff of teachers you must work in harmony with that authority. You can hardly set yourself up against your principal when it comes to a question of this kind. If I had any difference of opinion with my principal as to procedure I would ask for a conference with him and present my views. Any good principal will be glad to hear your side. He will always hold an open court on all such matters. It is unsafe to be dogmatic in these days. We cannot say such a thing is right or wrong. Things even in educational method are in a state of chaos today, and everything is comparative. It may be there are some good things about the true and false examinations. I was taught in methods never to place the false before a child, for he might grow confused. Now, it is a question of judging and deciding between that which is right and that which is wrong. I would not expect you to get into a heated argument with your principal, but

(Continued on Page 80)

The News Digest
OF EDUCATION

More Gaelic
English Forbidden In Irish Kindergartens

DUBLIN. — President Eamonn de Valera's government is trying out a "catch-'em-young" policy in its latest efforts to make the Irish Free State a 100 per cent Irish-speaking nation. In the future, English is to be banned altogether as a teaching medium in infant classes in all national schools where there is a competent Irish teacher. As a result, nearly every Irish youngster up to the age of nine will hear nothing but his own native lilting Gaelic during school hours. These measures to insure that all children in the Free State shall speak Irish have only just become possible because until recently there were not enough teachers who could speak Irish themselves. More than one-third of the 14,000 school teachers in Southern Ireland are now certified as being competent Irish speakers, and all those who have not yet acquired a working knowledge of Gaelic are being compelled, whatever their age, to attend special language courses during vacations. The Church of Ireland has just established a preparatory college for teachers, where nothing but Gaelic will be heard.

Need English
Puerto Ricans Would Stress Language

SAN JUAN. — Puerto Rico's need for acquiring a wider knowledge of the English language is greater now than ever, Commissioner of Education Jose Padin told about 1,000 members of the Teachers Association at their annual meeting at San German recently. In discussing the new policy of the schools of giving all primary instruction in Spanish, Commissioner Padin emphasized that teachers should improve their English and their instruction of the language. He said the department was determined to obtain next year 100 additional specially trained instructors to help make English popular.

$130,000,000 in Federal Grants Going to Schools This Year

WASHINGTON.—Expenditures by the Federal Government this year on projects affecting education will total about $130,000,000, Dr. John W. Studebaker, Federal Commissioner of Education, stated recently.

In the program of Federal participation in the financial support of education, Dr. Studebaker said, the government will spend $20,000,000 for salaries of "unemployed" teachers on adult education projects; $10,000,000 for salaries of regular teachers in States that otherwise would have to close their schools, and $15,000,000 in cash payments for "made work" for 100,000 college students.

Dr. Studebaker added that the government would allot $2,500,000 to land grant colleges; $12,500,000 for vocational training in various states; $15,000,000 for relief wages to workmen on school buildings; a minimum of $50,000,000 in grants for erecting or remodeling school buildings, and $5,000,000 for a nation-wide survey of school needs and for expert supervisors on school construction.

The commissioner pointed out that there were 47,000 one-room school buildings in the country. He said that if the $4,000,000,000 public works program is adopted it will stimulate the construction in the next three years of $500,000,000 in new school buildings, financed jointly by the Federal Government and local communities.

To Afghanistan
Goes F. Howland Of Kennebunkport

WASHINGTON. — Felix Howland, of Kennebunkport, Maine, has been named an instructor in English in Afghanistan under the Ministry of Public Instruction. He was appointed by the Shah. According to State Department records, Mr. Howland will be the only American with a permanent residence there. His father, Professor George C. Howland, was for many years a member of the University of Chicago faculty, and his grandfather, John A. Roche, was formerly Mayor of Chicago.

Use of Substitute Teachers As Regulars Declared Illegal

NEW YORK.—Announcement from Albany that Dr. Frank P. Graves, State Commissioner of Education, had directed the New York City Board of Education to discontinue the practice of continuously employing teachers as substitutes instead of giving them regular appointments to fill vacancies, caused a stir in school circles. George J. Ryan, president of the Board of Education, has contended that the budget for the schools will not permit the hiring of approximately 1,200 substitute teachers as regular teachers at a larger salary. The substitute teachers, meantime, spurred by the victory in their test case, indicated that they would move for immediate classification as full-time teachers and demand the increased pay. The difference in salaries of the 1,200 substitutes from what they would get as regular teachers is approximately $1,000,000 a year. Dr. Graves held that it was illegal for the Board of Education "to continue the practice of filling vacancies by the appointment of substitute teachers" and that "positions now so filled, if continued, should be filled in accordance with law."

Dishonesty
Best Policy, Say Victorious Debaters

NEW ORLEANS, La.—Dishonesty is the best policy, two Newcomb College students contended in a debate—and won their point. The girl students argued the negative of the question, "Resolved: that honesty is the best policy." The audience and judges gave them a big vote of approval. An individual, to be successful, must be a hypocrite, a humbug and a liar, argued the victors, the Misses Virginia Parker and Leila Werlein.

To Celebrate 300th Birthday Of Public School in America

BOSTON.—The Public Latin School attains, this month, to its three hundredth year of existence as an educational institution of Boston. The anniversary will be celebrated not only here but also at Atlantic City, New Jersey, where the department of secondary school principals of the National Education Association meets, February 23-28.

"On the 13th of ye 2d month 1635 at a general meeting, upon publick notice, it was genrally agreed upon that our brother Philemon Pormort shall be intreated to become scholemaster for the teaching and nourtering of children with us."

This quaint notice from the public records of the Massachusetts Bay Colony five years after the landing of John Winthrop and his associates from the schooner Arabella in 1630, marked the beginning of the Boston Latin School.

The Boston Latin School's founding antedates by more than a year the founding of Harvard College. Its inaugural marked the beginning of the free public school system as it is understood in America. It was not only the first school in the Massachusetts Colony, but also the first school in the United States. During the first ten years the school was conducted at the homes of the various schoolmasters.

Good News

Full School Year Promised Alabama

MONTGOMERY, Ala. — Governor Bibb Graves has given out assurances that Alabama's schools are to operate for a full year. Full details of how it is to be done were not announced at the time. His statement followed a trip to Washington where he conferred with Relief Administrator Harry L. Hopkins when he stated that schools that already had closed would reopen "and they'll stay open." In Washington, Mr. Hopkins said that the governor had assured him that Alabama would do its part in helping meet the situation, and from official sources in Montgomery it was stated that relief would be available at least until March.

State's Dilemma

RALEIGH, N. C.—The school question was one of the chief problems that confronted the State legislators when they convened in Raleigh. Public sentiment through North Carolina favors an increase in teachers' salaries, but the same public strongly opposes any increase in taxes. During the school year of 1933-34 the State paid out $13,069,129 in teachers' salaries, of which $500,000 was contributed by the Federal Government. The average salary for teachers and principals is estimated at $618, against the national average of $1,122 for the year and against the State average of $902 in 1929-30. During the past six years the amount paid in teachers' salaries in this State has declined by $9,961,000. North Carolina instituted a new and radical departure in school control and support by centralizing management under the State-supported eight-month school term.

Rhodes Scholars

Quality of U. S. Group Greatly Improved

OXFORD, Eng. — The recently adopted method of selecting Rhodes scholars by districts instead of by States has produced considerable improvement in the scholastic standing of American scholars at Oxford. The new system, in operation five years, has raised the percentage of American Rhodes scholars to a point higher than that of English students here on competitive scholarships or of Rhodes scholars from various parts of the empire. Rhodes scholars from the United States have won four times as high a percentage of "first classes" (the highest academic honor) as have Englishmen who do not hold competitive scholarships. More than 21 per cent have achieved the honor, which goes to less than 6 per cent of English "commoners."

Accents Recorded

To Help Students Better Their English

BOLTON, Eng.—A novel experiment is being tried out to improve the pronunciation of boys attending the Horwich Junior Technical College near here. In the future each boy on entering the college is to have his voice recorded on a dictaphone so that from time to time he will be able, by referring to the record, to hear the progress he is making in English pronunciation. The aim is not to destroy local dialect, but to enable boys to talk either it or standard English. In the past it has been found that boys who are brilliant technicians have been prejudiced from obtaining posts because of their Lancashire dialect and their inability to drop it for standard speech when required. Boys attend the college from all over the district, and it has been found that in some cases there are as many as four dialects.

Activity Fund

Vermont U. Students Pay $30 Per Capita

BURLINGTON, Vt. — Various undergraduate activities at the University of Vermont will be supported during the current college year by a $32,100 fund provided by the student body through a $30 per capita student activity fee. Only medical, graduate, and special students are exempt. Administered by the university, the fee covers all organized student activities and guarantees a stabilized financial balance. The group benefiting most by this year's appropriation will be the Men's Athletic Association, which received $15,662.

"Aryans Only"

Admitted to Vienna High School Seminars

VIENNA.—"For Aryans Only" is the legend affixed to applications for membership in branch groups, or seminars, for the study of national economy, foreign languages and other subjects at the Vienna High School for Commerce, it is announced. The seminars were established by the officially appointed administrator of students at the school. Invitations to membership in them, including the "Aryan" stipulation, were posted on the school's bulletin board. Since arrangements for these study groups were made officially, representatives of Jewish students formally protested to Professor Doerfel, the rector. He replied that he could not heed the protest.

Radio Course

Includes Technique Of "Mike" and Writing

BERKELEY, Calif.—Acceding to a demand for training in radio broadcasting and radio writing, the University of California Extension Division has placed these two subjects in its course of study. The courses will be under the direction of Joseph G. Catanich, graduate of Stanford University and for five years actively engaged in radio broadcasting in Southern California. A course entitled "Radio Broadcast Technique" stresses practical work before the microphone, including a study of the radio field from its inception to the present day. A second course, in "Radio Writing," will acquaint students with accepted forms of radio manuscripts, with sound effects, characterization and types of radio manuscripts.

Likes Our Colleges

MIDDLETOWN, Conn.—American universities are more educational than those of Germany, which in turn are more professional and scholarly, in the opinion of Dr. Sigmund Neumann, Professor of Government at Wesleyan University, expressed in a recent interview. Dr. Neumann, one of the scholars who left Nazi-Germany one year ago, also finds American professors often to be better educators and teachers than the average German professor. "Perhaps the greatest difference between the two types of university is the delightful close social and community life on an American university campus with all its extra-curricular activities," Dr. Neumann said. "This is not only pleasant for both faculty and student body, but necessary as well. Here the student and the institution are far more closely allied. His college community gives him not only a large knowledge but principally teaches him how to live together with other people, and that may be the most important asset of his college education."

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Probe Fraternities

Dartmouth Board Picked for Survey

HANOVER, N. H. — President Ernest Martin Hopkins, of Dartmouth College, has appointed a special committee of prominent alumni, college officials and undergraduates to investigate not only the Dartmouth fraternity system, which the student governing body recently branded as "unwholesome, unhealthy, and unnatural," but also the entire fabric of undergraduate social life. Russell R. Larmon, professor of administration at Dartmouth, will head the special committee, which includes four alumni, two professors, two administrative officers, and six students from the senior and junior classes. In acceding to the request of the student governing body that an investigating body be appointed to suggest fraternity reforms, President Hopkins declared that "there is really no limit to the scope of the investigation and a report will be welcomed which deals in the broadest possible manner with all questions related to the social life of an American undergraduate college."

"Techs" in China

NANKING. — China today has a total of 110 technical institutions of learning, according to statistics compiled by the official Central News Agency from records of the Ministry of Education. Of these, 41 are universities, 41 are colleges, and 29 are special training schools. Shanghai has a total of 25 such institutions, 9 being national and 16 private, but registered at the Ministry. Peiping ranks next with 16, 7 being national and 8 private. Hopei Province, in which Peiping is located, has 9 and Kwangtung, in which Canton is located, has 8.

Jobs Waiting

Three Colleges Say Outlook Good

SYRACUSE, N. Y.—Jobs for college men are looking up, placement bureaus at Cornell, Colgate, and St. Lawrence Universities reported recently. "I am decidedly optimistic for a definite upturn in employment of college graduates this June," said Herbert H. Williams, director at Cornell. "Present indications are that there will be more jobs available for 1935 graduates of Cornell than for any class graduating since 1930." At Colgate Dr. George H. Easterbrooks said the outlook is better than in recent years, with the possible exception of last year, when there was an upturn in industry in the Spring which resulted in a definite demand for college men. Lou L. Heaton, chairman of St. Lawrence's Alumni Council, said the opportunities for the college graduates "look slightly better" and that there is "a tendency among personnel directors to employ new young blood with a higher educational background. Syracuse University noticed only slight improvement in the demand.

Bait for Athletes

But Applicants Must Have Scholarship Too

WORCESTER, Mass. — Professor Herbert F. Taylor, Worcester Polytechnic alumni secretary, who recently startled the academic world by announcing that Tech wanted athletes, with, of course, rating as scholars, said that Tech would offer nine scholarships worth $400 to $450 for incoming freshmen. In addition, he added, Tech is also offering "several" matriculation scholarships of $300, all to be awarded on the basis, first, of scholarship ranking; second, of athletic and leadership ability; and third, maturity and personality. After an announcement in which Professor Taylor asked alumni who were tired of watching their school go down to defeat, to keep an eye open for likely candidates, he received a number of applications, he said. Professor Taylor averred that he told applicants that Tech was not furnishing hotel accommodations for halfbacks and that its entrance requirements were distinctively difficult.

At Three Score and Ten They Start in "School of Maturates"

OKLAHOMA CITY, Okla.—Dr. W. A. McKeever, dean of the University of Tours, is conducting here a "school of maturates," constituted of persons ranging in age from 70 to 100 years.

These aged men and women meet monthly in a general assembly for instructions, and are called together in sub-divisions during the interim.

There are now nearly 800 members enrolled. Such designation as "Old Folks" is taboo. Those in the 70's, of whom there are more than 500, are called juniors; those in the 80's are seniors; those in the 90's are post graduates; those in the 100's are honor students, there being only one in this class at present.

This unique school is working under twenty different activity departments, and with surprising interest and enthusiasm. Needle art, visiting shut-ins, walking and sunlight, letter writing, church attendance, health conservation, keeping youthful. Those are some of the activities featured, as light amateur employment.

Three major ideals are urged upon the attention of the maturates: First, to abandon the tradition that life after seventy should be a period of approaching death through a slow dwindling into senility; second, that every member can learn to live vitally through the medium of some interesting hobby, or amateur work; third, that the members can find cheering and inspiring social intercourse among those of advanced age.

Post in China

To Be Filled by Massachusetts Girl

OBERLIN, O. — A Massachusetts girl, Josephine Hamilton, of Greenfield, was honored recently by being named representative to Oberlin-in-Shansi, Oberlin College's educational venture in Taiku, Shansi Province, China. After graduating from the Oberlin Conservatory of Music, Miss Hamilton will sail for China in July for a two-year teaching term. Her subjects will be English and music. Oberlin-in-Shansi, one of the "middle schools" of China, was established in 1908 to commemorate the Oberlin missionaries who were martyred during the Boxer uprising of 1900. With an enrollment of 700, the school prepares its students for work in agriculture, in industry, and for college. Its president is Dr. H. H. K'ung, Oberlin '06, China's Minister of Finance.

Evolution Scrap

Nova Scotia Clergy Protest Textbooks

HALIFAX, N. S. — Clergymen of two religious denominations have united in protest to the Provincial Government against alleged modernistic teachings contained in the history books used in Nova Scotia's high schools. The government does not wish to interfere, but the clergymen refuse to let the matter drop. The treatment of the origin of life from the evolutionary viewpoint in the textbooks has been attacked as "pagan philosophy." One clergyman seeks the withdrawal of the books on the ground that it was high time to halt "the ravages of lawlessness, atheism, and agnosticism." Another declared that one of the two books contained teachings "not conducive to good citizenship and loyalty to the empire."

New Schools for Fijis

LONDON.—The little natives of the Fiji Islands in the South Pacific Ocean are becoming better educated. Certificated teachers, trained in Government and Mission training institutions, are largely replacing the old type of untrained teachers. These facts are revealed in the latest report on the progress of Fiji, printed and published recently by the British Colonial Office in London. Several new group schools have lately been established, and to make sure of further improvements, the natives have levied upon themselves a small education rate. From the elementary three "R's," the children can advance to become teachers. Some go on to advanced Government schools and learn practical agriculture. Selected pupils continue on to training schools and Government services.

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Teachers Held

Normal Students in Quito Demand Full Way

GUAYAQUIL, Ecuador. — Normal school students in Quito, threatening teachers with pistols, have declared a strike which, they say, will last until the entire faculty is changed and the students receive complete control of the institution. A cordon of police has surrounded the building in an effort to starve the strikers into submission, but these tactics are complicated by the fact that faculty members are being held prisoners by the students.

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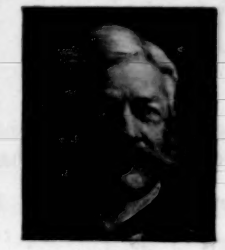

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Discover Language

Oldest Known Key to Alphabets

NEW HAVEN, Conn. — Discovery of a hitherto unknown pre-biblical Semitic language, revealing the source of the ancient and modern alphabets and offering a new key to controversial passages in the Bible, has been announced by Dr. Julian J. Obermann, visiting professor of Semitic languages at Yale. Cuneiform tablets found at Ras Shamra, near Antioch, in northern Syria, disclosed the language of Canaan, and, according to Dr. Obermann, "are written in an alphabet that proves to be the oldest known." He termed the find as "an epoch-making discovery in the field of Semitic antiquities and the most important find since the Babylonian cuneiforms came to light."

Japan's Handicapped

Teachers Are Asked To Report Numbers

TOKYO.—The Department of Physical Education here has reported a recent investigation of the weak boys and girls in 541 primary schools containing 694,147 children. Methods differing from any previous investigation were used. The department asked the teachers to report the number of boys and girls whom they thought to be too weak, physically or mentally, to be among the normal boys or girls. Formerly this was usually done by means of physical or mental examination by specialists. The following seven items were reported on by the teachers: (1) Inferior mental power; (2) feeblemindedness; (3) reduced hearing; (4) weak sight; (5) stammering; (6) sickliness; (7) deformity. A comparatively small number was so reported. The numbers were as follows: (1) 7,783, (2) 7,206, (3) 1,023, (4) 2,020, (5) 2,880, (6) 3,841, (7) 1,865. Special classes for such children are as yet insufficient, but the authorities are making a great effort to establish them.

Scholarship Funds

More of Them Needed by Colleges

ATLANTIC CITY.—Dr. James B. Conant, president of Harvard University, said recently this country needs more and greater scholarship funds to provide means for the "promising" high school student to attend college. Addressing the 48th annual convention of the Middle States Association of Colleges and Second Schools here, Dr. Conant denounced the theory that "it is good for a student to work his way through college." He said that it is a mistake to make four years in college "too easy" but "in these days we need not worry about life being too easy." Making a plea for large scholarship funds, Dr. Conant stated that "we should aim to have the scholarship funds used so as to enable the high school graduate of real ability to enter our universities regardless of financial status of his or her parents. A promising student should be given enough funds to enable him to complete his higher education without luxury but also without privation. He should be able to devote his time to his studies without the distraction of trying to earn his living."

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Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

Lyons & Carnahan, New York

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

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World Book Company
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Photography For Schools

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(The Medici Prints), Boston, Mass.

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47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

The Problem Box

(Continued from Page 74)

you should have a respectful hearing if you are dignified in your presentation. He must eventually make the decision, be it your way or his, it should be final. This is a question in which you are not the responsible party. If it is a requirement you can probably acquiesce and still retain your self-respect and your professional standing. If you cannot work in harmony with the administration above you there is but one thing to do. I would rather resign than become known for insubordination, and that is what it would be if you failed to comply with the wishes of the one in authority. I think I have suggested a way out.

Authors at Yale

Turn Out 55 Books in One Year

NEW HAVEN, Conn.—Yale's contribution to knowledge last year included 55 books and 780 articles by 302 members of the faculty, according to a report made to President James Rowland Angell. In addition, 28 Yale teachers wrote chapters in the Encyclopedia of Social Science and the Dictionary of American Biography and varied books, and 14 served as editors of various volumes.

School Doctors

Organize for Better Child Health

BEVERLY, Mass. — School physicians in whose care are between 60,000 and 70,000 children of schools in thirteen cities and towns of the South Essex District in Massachusetts, met here recently to form plans for a coordination of their work for the benefit of the district. A definite organization to act as a central board of direction will be formed at a meeting to be held January 16. The matter of medical inspection, treatment of adenoids, tonsils, fitting of glasses, and examination of eyes and ears, will be under supervision of the central committee. A formal program, with the betterment of health of school children as its purpose, will be adopted immediately after organization and the selection of officers at the January meeting.

"Paddling" Out

Assigned Duties Admit to Fraternities

LOS ANGELES, Calif. — When Greek letter fraternities at the University of Southern California were banned recently from "paddling" their pledges, they were forced to find an alternative method to keep their neophytes in hand. Under the new system a pledgee starts his fraternity career with a clean slate. For performing assigned duties in the proper manner he may earn merits, but if he fails he gets demerits. If penalties of work fail to remedy a pledgee's conduct, he is put on probation, and if this fails he is expelled.

The Alcove for New Books

World Is So Little

THE WORLD'S MESSENGERS. By Hanson Hart Webster. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The story of man's achievements in the field of communication, is replete with interesting episodes. To trace the history of human progress in this field, is a broadening and at points a thrilling experience for any boy or girl.

"The World's Messengers" undertakes to show how the facilities of communication familiar to every child today first came into existence. Speech, writing, and printing; radio, telephone, and telegraph; the air mail; the newspaper—such are the themes that make up this book for the middle years of the elementary school.

The procedure is from the familiar to the unknown, as it should be of course. But there is an underlying purpose of teaching the lessons of courage and persistence, so well exemplified in the lives of inventors; and of teaching also the interdependence of widely separated nations and the need for a better understanding among peoples who are now so closely and so swiftly in touch with one another.

This plainly told story of today's winged messengers should make for a generation of better neighborliness, and should do this in a manner to delight and inspire the learner.

• •

For Young Electricians

SHOP PROJECTS IN ELECTRICITY. By Herbert G. Lehmann, B. Sc., Teacher of Shop Science, Bronxville Schools, Bronxville, New York. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Pupils in junior high schools can now put electricity to work in a score of different ways by making things that have hitherto seemed too difficult. The author himself studied to be an electrical engineer, but the lack of jobs caused him to turn his knowledge into an unexpected channel—the creation of electrical projects for boys and girls.

What boy or girl would not like to make with his or her own hands a magnetic compass or a dry cell (in a jelly glass!); an electric buzzer; a reversing switch for a motor—just to name a few; or best of all, a one-tube radio set? Well, clear and simple instructions, with diagrams as needed, are given for doing such things.

As for theory—that's tucked away at the back of the book along with a short list of other books to look for in the library.

For the teacher who seeks to enrich the experience of pupils by having them do things with their hands, this text will have unusual attractions.

• •

The Story of Physics

FROM GALILEO TO COSMIC RAYS. By Harvey Brace Lemon, Professor of Physics, University of Chicago. Chicago: University of Chicago.

Out of the New Plan at the University of Chicago grows the discovery that a new type of text in certain of the sciences is needed. Professor Lemon finds that students having no previous knowledge of physics, for example, and with no particular likelihood of doing advanced work subsequently in that subject, would be best served by a textbook of rather simple, non-technical character; to be read from cover to cover; and to present a comprehensive view of the field. Professor Lemon possesses rare ability to make science clear and interesting. And in the present book he employs a variety of devices to accomplish the objectives of clarity and sustained interest. One of these devices is the use of personality narratives dealing with the contributions of certain great scientists. Another is the alternation of easy reading with reading that demands concentrated study. A third device is the abundant use of half tone illustrations, many of them in that double form which, when seen through a stereoscope, causes the objects to stand out in relief. In fact, a specially designed stereoscope is sold by the publishers to accompany the book.

If the one aim of the author had been to allure the student to a further exploration of physics, he could hardly have done better than to produce this fascinating volume.

• •

American Map Unrolled

ROMANCE OF THE AMERICAN MAP. By Esse V. Hathaway. New York: Whittlesey House—A Division of the McGraw-Hill Book Company, New York.

Today we must pinch our imaginations a little to make them remind us of a time when the North American Continent was wholly uncharted — a land of mystery which beckoned irresistibly to adventuresome spirits of the Old World.

"Romance of the American Map" goes back to that dark but inviting era when European explorers first began to roll out the map of the land we now inhabit. Beginning in 1513 with Ponce de Leon's visit to Florida, the author traces the history of American exploration not as history but as a thrilling narrative of high adventure.

Done in a simple style suited to the comprehension of children, this volume should prove equally intriguing to adults.

Its attractive typography and ink-drawn illustrations and occasional redrawings of old charts, add zest to an every-way fascinating story.

The major episodes in uncovering the territory of the United States are vigorously, enchantingly presented—down to 1869, when Major John W. Powell solved the Mystery of the Grand Canyon.

Surely the advent of this book marks a fresh advance in the treatment of American history as literary material. Without loss of authenticity, artistry has been added and infused into a part of history that always had the utmost of romance.

• •

Science in the Grades

SCIENCE IN THE NEW EDUCATION. By S. R. Slavson, Research Director, Malting House School, Cambridge, England, and Robert K. Speer, Professor of Education, School of Education, New York University. New York: Prentice-Hall, Inc.

Suitably enough in an era which has been largely made what it is by the extensions and applications of science, the study of the various sciences has percolated down into the elementary grades of American schools.

"Science in the New Education" is both a philosophical and a practical treatment of the problems which arise in teaching science to boys and girls in the elementary grades. It considers the differing interests of individual children; the purposes of scientific studies in the grades; desirable techniques in the presentation of subject matter.

Much consideration is given to the search-discovery method of instruction, so fruitful in the mental development of young people in a modern system of education.

The teaching of science has run into grooves, in the case of many teachers, though it is the last thing that should have done so. Flexibility is one of its prime essentials. The present volume should prove genuinely helpful in improving the level of instruction in elementary science. No teacher could come away from this book without a better understanding of the task, the opportunity and the methods to be pursued.

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Grins Between Grinds

The Open Door

The mistress of the house heard the bell ring and saw standing at the open front door a Chinese hawker. Quickly retreating, she called out to the maid:

"There's a Chinaman at the door. You go, Ella."

This was too much for the Chinese, who stuck his head well into the hall and shouted indignantly:

"You go 'ella yourself!"

• •

Took It

An old Negro man appeared one morning for work. His head was all bandaged and he could hardly see. The employer asked him what was the trouble.

"Nothin', Boss, not a thing, I'se all right."

"But," insisted the employer, "you are all bandaged up, what kind of a fight have you been in?"

"Ain't been in no fight," said Mose. "I just talked when I ought to been list'nin'."

• •

Up Front

Teacher—"Johnny, why does Missouri stand at the head in mule raising in the United States?"

Johnny—"Because the other end is dangerous."

• •

Voice of Experience

In her new rig-out a lady passed out of the tenement. "She's lucky," commented Mrs. Muffins, "I can't get a new fur coat, a fashionable hat—"

"Now, now," broke in Mrs. Joysby, "don't talk like that. You never know what you can do till you cry."

• •

Nearing the Goal

"What progress are you making towards matrimony, Grace?"

"Well, I think I'm on my last lap!"

Lie Detector

The candidate for a chauffeur's job was being examined by the car owner.

He got along all right until the questioner asked whether he had traveled much in other states.

The applicant had.

"All right; let's see you fold this road map."

• •

Truthful

Foreman—"Hi, there, you; didn't you tell me you never got tired?"

Sam—"Dat's right, boss, ah allus stops an' rests befo' ah gets tired."

• •

Slow Haste

Maid—"Yes, ma'am, I went to the dance and became engaged to a window cleaner."

Mistress—"What is his name?"

Maid—"I don't know. One can't begin straight off asking personal questions like that."

The JOURNAL of EDUCATION

Twice a Month for Better Schools

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The Editors Say...

Education has been studying its objectives and revising its methods as it has seen its responsibilities more clearly outlined against a background of social and economic distress.

Atlantic City will reflect the results of all this re-thinking.

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This issue of the JOURNAL OF EDUCATION is meant to fit into the general picture of education in these critical and stimulating times.

•

Our issue of March 4 will include two articles of more than usual interest to School Board members:—"If I Were a School Board Member," by Arthur Dean; and a comprehensive set of suggestions on Schoolhouse Planning, by Erik A. Andersen, of Providence. On request of any Superintendent copies of that issue will be mailed to members of his local board. (Please give names and addresses.)

•

To keep posted on the latest offerings of the schoolbook publishers, follow their announcements in this magazine. It would be hard to find greater alertness in professional and business service than is exhibited constantly by the editors and publishers of school texts.

•

Back to the Treasure Hunt

Readers have had a lot of fun with the Missing Lines, and so have we. But requests keep coming to us for a renewal of the Treasure Hunts. So here goes.

Some advertisement in this issue contains a sequence of three words which—if the printer had pied them—might look like this:

EAHTSCERHETERUTS

All you have to do is discover the words and name the advertisement in which they appear. If yours is the first correct answer from your state, you will receive a four months' subscription to this magazine for yourself or a friend. Your answer must be mailed not later than March 7. (If you have already won two of these prizes, please be a good sport and assign your hoped-for award to a friend.)

Answer to Missing Lines puzzle of January 21, was:—

"There's a reason, a time, and a place
When to ruminate's void of disgrace."

The first line appeared on page 49 of that issue. Ruminate? Chewing gum? Of course!